

Ladybird Lane Nursery

Inspection report for early years provision

Unique reference number EY316855
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Inspector Jane Nelson

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Ladybird Lane Nursery is privately owned. It opened in 1994 and moved to the current premises in 2005. The nursery operates from one large play room in a church hall in Isleworth in the London Borough of Hounslow. There is level access to the premises and bathroom facilities are accessible.

The nursery is registered on the Early Years Register, to care for a maximum of 26 children within the early years age group, aged between two to five years. The nursery operates every weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 37 children on roll. Of these 16 children receive funding for nursery education. Children come from the local and wider community. The nursery supports children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The nursery employs a team of nine staff. Seven staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The proprietor's clear ethos for the nursery and staff's implementation of this, results in a calm and stimulating atmosphere, where children are valued, included and able to fully participate in all activities, at their own pace. Space is creatively planned and organised, encouraging children's interest, independence and investigation. The partnership with parents, carers and other agencies is effective, ensuring good communication and results in children's needs being met. The proprietor demonstrates a good commitment to on going improvement and identifies where some improvements can be made, although, how these will be achieved, is not always clear.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the existing use of self-evaluation to identify areas for development and how these will be achieved.
- develop the existing systems for assessment and monitoring of children's learning and development to ensure consistency, and link observations to planning 'what next' for individuals and groups of children.

The leadership and management of the early years provision

Staff enjoy their work and are committed to promoting children's learning and development, ensuring they are safe, and helping them enjoy their time at the nursery. A high staff to child ratio operates, which results in all children being included and well supported by good interaction with adults, as they play and learn. Staff receive good support in their roles by access to ongoing training, staff meetings, regular appraisals and feedback from the proprietor and advisors within the local authority.

The proprietor values the importance of working in partnership with parents and liaises with other agencies involved in children's care and education, which helps to ensure each child's needs are identified and met. Parents and carers contributions are valued and they are encouraged to participate in daily activities, such as story reading and sharing their own culture. They are provided with clear information about the nursery and their children's activities, and are encouraged to take time settling their child at the nursery enabling them to observe how the nursery routine operates in practice. Information is shared through the nursery prospectus, regular newsletters, and opportunities for daily on going discussion, with the proprietor and staff. Discussion with parents indicates they are very happy with the care their children receive. The proprietor demonstrates a good commitment to continual improvement, through developing her own childcare qualification and reviewing practice in the nursery. Self-evaluation is used effectively to identify areas needing improvement, and monitor the quality of education and learning, however, how improvements will be achieved are not consistently identified.

The nursery is very well equipped and resourced with a good range of play materials, for both the indoor and outdoor areas. These are creatively presented, creating a welcoming, stimulating environment, encouraging children's learning, interest and exploration. Space is well planned and organised encouraging children to move freely between different areas, increasing independence as they help themselves to equipment and make decisions about what to play with. Staff establish through discussions with parents, and their own observations, children's starting points, when they first come to nursery. Staff plan activities and the daily routine flexibly, reflecting individual children's needs, including times for small group and larger group activities, indoor and outdoor play, ensuring that all children have choices and their play is not interrupted. Staff know children's developmental stages, and follow their interests in daily activities and play, however, the systems to assess and record children's development, are not completed consistently.

Staff demonstrate a clear understanding of child protection issues, the nursery's procedure and their responsibilities if concerns arise. They ensure children are well supervised and are aware of the need to maintain a safe and healthy environment. The necessary policies, procedures, records and documentation are in place, maintained and implemented to promote outcomes for children.

The quality and standards of the early years provision

Children are happy, secure and thoroughly enjoy their time at the nursery. They arrive happy, pleased to see staff and their friends, and generally separate easily from their parents and carers. Children's individual needs are reflected in all aspects of the daily routine and organisation ensuring all are included and enjoy participating at their own pace. For example, small group story time is organised reflecting children's individual development stages and levels of concentration, individual sleep routines are followed enabling children to rest on a bed in a quiet area, if and when they feel tired, and children are able to self initiate activities as they help themselves to equipment and play materials. Their personal and social development is encouraged well, for example, children enjoy greeting each other and staff at circle time, joining in a discussion about who has been ill and why their friends are not at nursery. Children behave well, as they are busy, interested and involved in their play and activities. Their achievements are praised and valued encouraging children's self confidence. Staff observe if children need help or a dispute occurs and help children resolve difficulties or apologise to each other when needed.

Children's learning and development are promoted well in all areas. Children draw and mark make with a variety of writing materials, at the easel, in notebooks and on clipboards. They 'write' each other's and a member of staff's food orders in a notebook in an area set up as a Chinese restaurant and discuss what they will eat. They recognise the letters of their name on the computer keyboard and see familiar signs, such as 'Danger' displayed in the 'builder's yard'. They build and construct with a variety of materials, using builder's tools, such as hammers and drills, to fix the train track and repair the washing machine in the home area. Children use numbers in their play, talking about their ages and counting the number of candles on a cake they are making from play dough.

Children learn about their community and the world around them, through a range of resources they use daily, such as, cooking utensils, dressing up clothes, books, puzzles and play figures. They participate in other events, such as, festivals that are part of the nursery curriculum. They have great fun eating in the Chinese restaurant and enjoy taking part in a dragon procession, around the nursery at Chinese New Year.

Children gain awareness about their own and each other's safety through reminders to be careful as they move around and play. Fire drills are held regularly, increasing children's awareness of the evacuation procedure. Healthy lifestyles are promoted in the nursery. For example, children enjoy daily outdoor play and exercise, riding bikes and scooters, navigating space and speed, and digging for worms in the digging patch. They giggle and laugh during an indoor parachute game, on a wet day, working together with staff to lift the parachute up and down, and then moving to sit underneath it. Children understand the importance of good hygiene, through practices, such as washing their hands, after using the toilet and before meals. Children enjoy healthy snacks of fresh fruit and home cooked meals, such as Shepherd's pie. They develop their independence by

helping to set the tables before lunch and serving themselves to second helpings from the serving dish at lunch time.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted, since the last inspection, that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.